



Vol. 3 No.4

Thursday, June 24, 2010

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Reading Resource

Bringing Literacy Strategies into Content Instruction. This newly released document from the Center on Instruction provides research-based guidance on academic literacy instruction in the content areas, specifically focusing on the effective use of text in content areas. It reviews the research evidence about content-area literacy instruction for adolescents and suggests ways teachers can use content-area texts to enable students to understand the vocabulary and concepts they contain. This document also provides a brief synopsis of working with adult learners and the most promising professional development practices identified in research. Intended for use by literacy specialists and other technical assistance providers in their work with states to improve educational policy and practice in adolescent literacy, it describes ways to assist states, districts, and schools in helping teachers develop the kinds of pedagogical skills needed to implement instructional practices that have been shown to improve student literacy outcomes. It is available for download at the COI website, http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12#287.

RTI Resources

Webinar: Current and Ongoing Research in Secondary RTI. This Center on Instruction webinar was the fifth and last of a series of webinars designed to provide an opportunity for Regional Comprehensive Center staff and invited state representatives to engage with national experts in an interactive learning process centered on adolescent literacy best practices used in traditional content-area classrooms in grades 4-12. This webinar was presented by Greg Roberts, associate director of The Meadows Center for Preventing Educational Risk and the director of the Vaughn Gross Center, at The University of Texas at Austin, as well as Director of the Special Education Strand of the Center on Instruction. Dr. Roberts provided an overview of current and ongoing research in academic literacy, which can be useful when implementing RTI in secondary schools, and described research on effective instruction in academic literacy from several ongoing programs of research. While these practices are independent of RTI, they can be considered as elements of effective instruction in a secondary RTI service delivery framework. The archived WebEx file and the PowerPoint presentation from this webinar, along with the other four presentations in the series, can be accessed at the COI website, <http://centeroninstruction.org/pdevents.cfm#69>.

Webinar: High School Response to Intervention: Progress Monitoring. This webinar is the third in a series of webinars sponsored by the High School Tiered Interventions Initiative (HSTII), a collaborative effort among the Center on Instruction, the National Center on Response to Intervention, and the

National High School Center. This webinar provided an overview of Curriculum-based Measurement (CBM) and how CBM data can be used to monitor student progress. Presenter Kristen McMaster also reviewed CBM tools that are available for high schools in reading, mathematics, and the other content areas and how to develop CBM tools for use at the high school level. This webinar, along with the other two in the series, is available at the COI website, <http://centeroninstruction.org/pdevents.cfm#68>.

The Center on Instruction is one of five content centers to support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on instruction in reading, mathematics, science, special education, and English language learning that Regional Comprehensive Centers use when working with States.

Please send any suggestions or comments regarding our E-Newsletter to COI-info@rmcres.com. We would love to hear from you! If you've received this newsletter in error, or if you wish to unsubscribe, please email us at COI-info@rmcres.com and write "unsubscribe" in the subject line.

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